



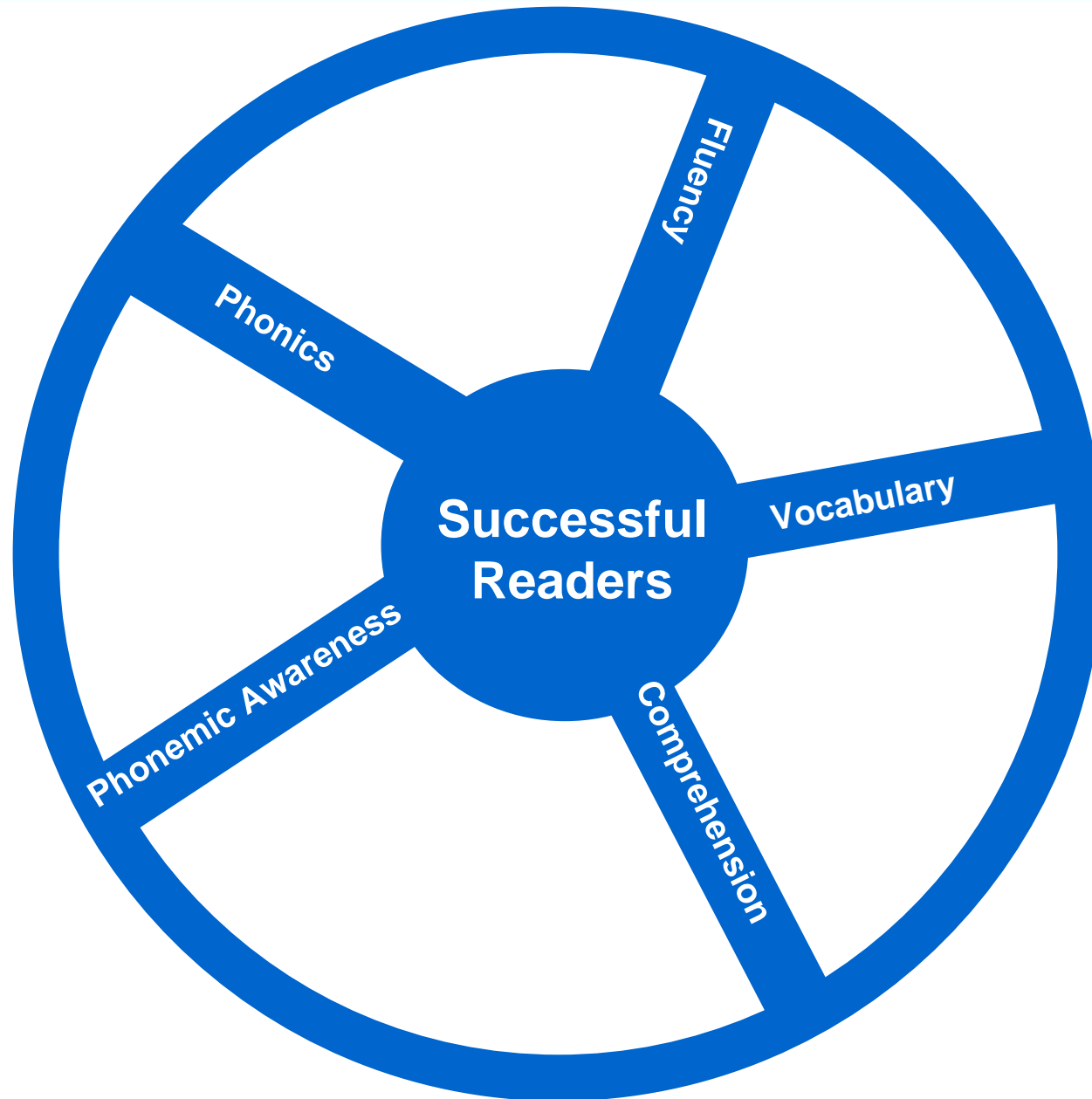
Building Fluency: Do It Well and Do It Right!



Session Outcomes

Teachers will:

- **Understand the role of fluency in word recognition, oral reading, silent reading, and comprehension.**
- **Define and identify examples of text at a student's frustration, instructional, and independent reading level.**
- **Understand the stages of reading development and the consequences of practice and instruction.**





Automaticity or Fluency?

Automaticity:

- **Fast, effortless word recognition without expression.**

Fluency:

- **The ability to read accurately, quickly and with appropriate intonation and expression.**



Fluent Readers ...

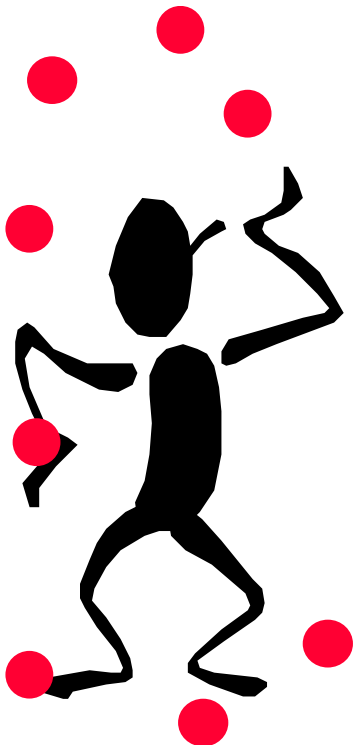
- **Recognize words automatically**
- **Read aloud effortlessly and with expression**
- **Do not have to concentrate on decoding**
- **Can focus on comprehension**



What is Fluency?

- **Speed + Accuracy = Fluency**
- **Reading quickly and in a meaningful way (prosody)**
- **Decoding and comprehending simultaneously**
- **Freedom from word identification problems**
- ***Fluency* is derived from the Latin word *fluens* which means “to flow”**
- **Smooth and effortless reading**

The fluent reader sounds good, is easy to listen to, and reads with enough expression to help the listener understand and enjoy the material.



(Charles Clark 1999)



Why Fluency?

- **“44 % of a representative sample of the nation’s fourth graders were low in fluency. (NAEP)”**
- **“Fluency is a neglected skill in many American classrooms, affecting many student’s reading comprehension.”**
- **“It provides a bridge between word recognition and comprehension.”**

Indicators of Fluency

- **Reading with expression**
- **Recall/Retelling**
- **Words per minute**



Partner Activity

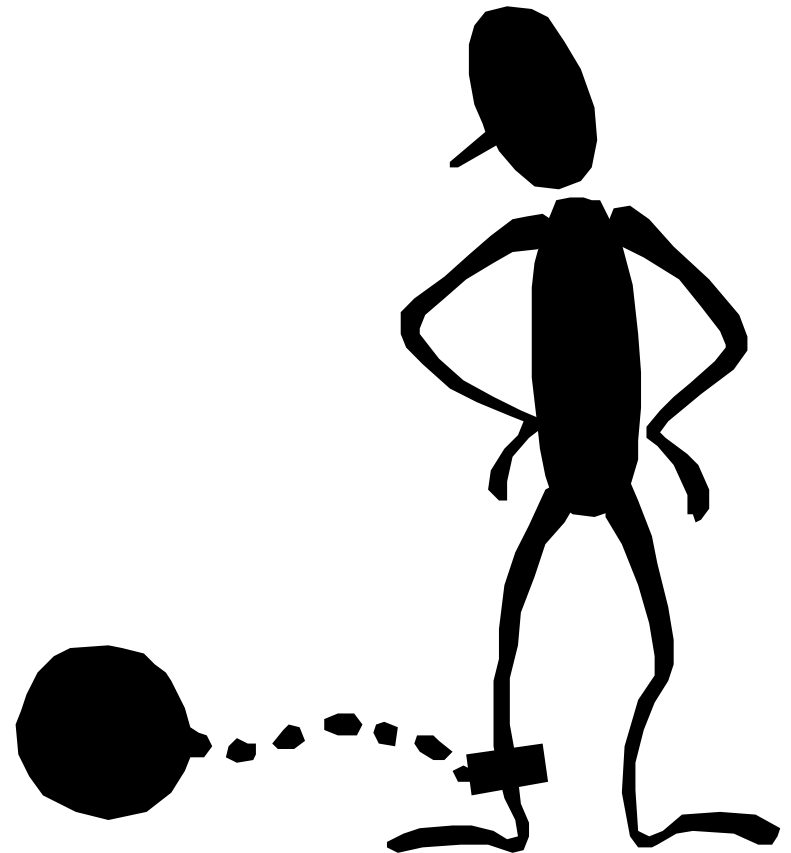


- **Individually read one of the passages given to you aloud to a partner.**
- **Switch roles.**
- **Discuss whether you read them fluently or not.**
- **Identify the factors that may have inhibited fluent reading of the texts.**

Some Factors that Inhibit Fluency...



- **Unfamiliarity with text**
- **Limited vocabulary**
- **Difficulty with syntax**
- **Decoding breakdown**



Partner Discussion



Think about and discuss some ways a teacher might go about teaching the concept of fluency to students.



Assessing Reading Fluency

- **Formally and informally**
- **Timed grade level passages**
- **Accuracy and speed**
- **Monitoring progress**



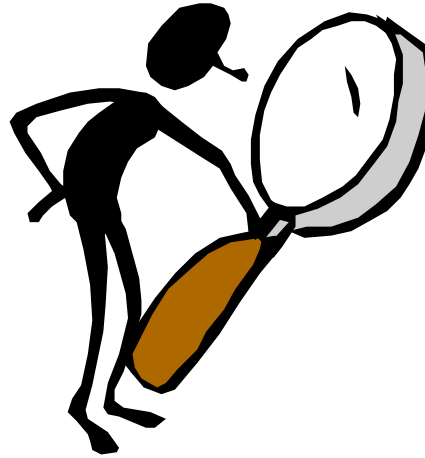
Assessing Fluency

- **Select a grade level passage.**
- **Student reads for one minute.**
- **Compute the number of words read in one minute.**
- **Count the number of errors.**
- **Subtract the number of errors from the number of words read.**

What Skills do Students Need to be Fluent?



- **Decoding**
- **Comprehension**



Decoding Component



- **Deep orthographic knowledge:**
 - An understanding of the patterns of language.
 - Practice with words and phrases.



Comprehension Component

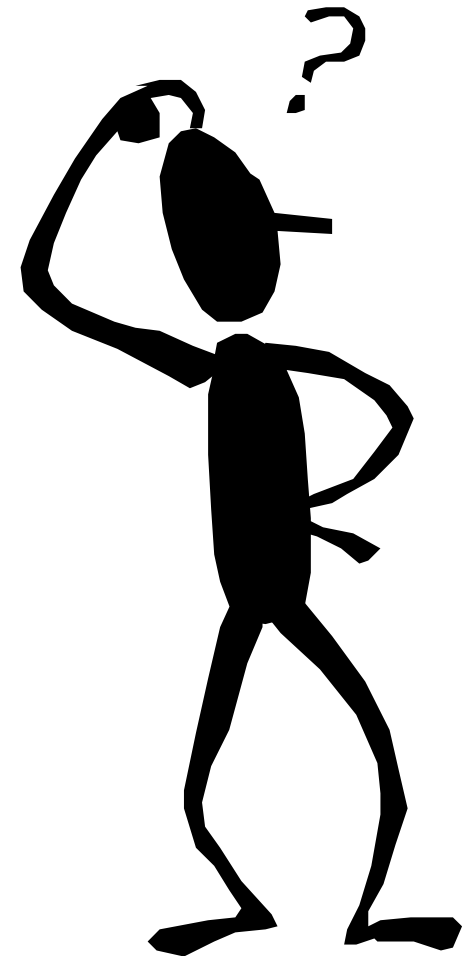
■ **Comprehension Component:**

- Ability to combine textual information with personal knowledge and experience.
- An understanding of how punctuation works within text.

Dysfluency



When the reader focuses all of his/her attention on word recognition, it drains cognitive resources, and thereby leaves little room for comprehension.





Rate and Fluency Guidelines

Silent and Oral Words Per Minute(WPM)

	Grade 2	Grade 3	Grade 4
Silent	70-100 WPM	95-130 WPM	120-170 WPM
Oral	66-104 WPM	86-124 WPM	95-130 WPM



Rate and Fluency Guidelines

Silent and Oral Words Per Minute(WPM)

	Grade 5	Grade 6	Grade 7
Silent	160-210 WPM	180-230 WPM	180-240 WPM
Oral	108-140 WPM	112-145 WPM	122-155 WPM

(Taylor, Harris, Pearson and Garcia, 1995)

What Do I Do for Students Who Do Not Reach Fluency Targets?



- **Determine whether the problem is accuracy or fluency.**
 - Look for possible patterns:
 - o More than 1 error every 10 words indicates a need to look at accuracy.
 - o Few errors but low rate - work on fluency.
 - o Rates less than 30–40 wpm typically indicate a need for word recognition instruction.
 - If students are not firm on word recognition skills, focusing on increasing speed will be counter productive.

Designing Word Recognition Instruction

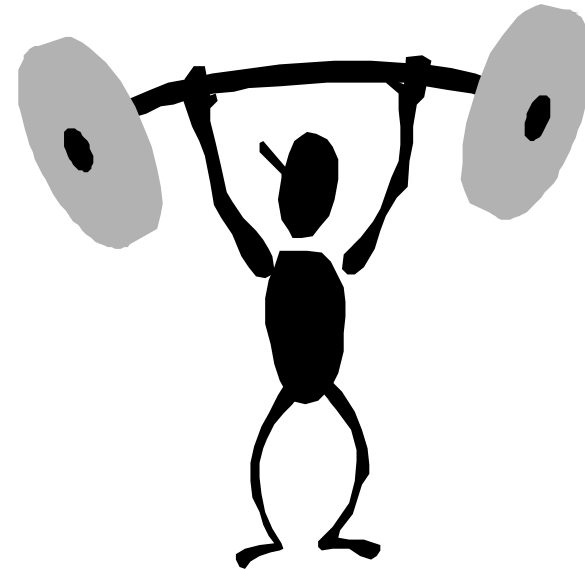


- **Identify word recognition error types.**
- **Provide systematic word recognition instruction on specific skills.**
- **Pre-teach word types in the text prior to reading.**
- **Structure time for student to practice the text with a peer, adult, or tape.**
- **High frequency/site words:** is, be, to, us, am, in
- **High frequency phrases:**
 - by the dog
 - for the day
 - on the bed
 - over the top

Reading Decodable Text and Phrases



- The bad cat
- The bad cat sat.
- The mad cat sat.
- The mad cat's hat
- The sad cat's black hat
- The black cat's sad dad





If the Problem is Fluency...

Students who read significantly below fluency targets will require:

- **Fluency instruction and modeling**
- **Daily fluency practice**

Teacher Instruction and Modeling



- Read aloud
- Think aloud
- Echo reading
- Choral reading

Prosody



- **Teacher reads the text with and without prosody.**
- **Students analyze text for clues to prosody.**
- **Students add “signals” to text.**
- **Students practice reading.**





Partner Activity

With your partner, use the passages provided to practice the prosody instructional techniques. Discuss how these could be adapted and/or develop other ideas for prosody instruction.



Reading Aloud With Guidance

- **Repeated readings with guidance**
- **Text at their independent level**
- **With an adult, partner, group or a tape**

Your Turn



With a partner:

- **Select a piece of text to model.**
- **Read the passage.**
- **Mark phrases and punctuation marks you would like to emphasize.**
- **Partner A reads the text to their partner with mental modeling.**
- **Switch roles.**



Identifying Appropriate Text

Independent reading level:

- 95% accuracy
- Misread one of every 20 words
- **50–200 words**
- **Various genres**



How To Build Reading Fluency

- **Daily practice**
- **Timed repeated readings**
- **Set goals**
- **Graph fluency progress**



Repeated Readings

- **Read the same passage several times until the desired rate is reached.**
- **Keep reading at the same level until the same rate is reached (three times), then move on to a new level and repeat procedure.**
- **Done daily**
- **At least 3-4 repetitions of the text each day**
- **Read with a partner.**



Repeated Readings (RR)

Assisted RR (Student or adult):

- **Child and fluent reader read aloud together.**
- **Fluent reader pushes finger along rapidly.**

Choral RR:

- **Child listens to fluent reader, then read passage together.**

Tape-assisted:

- **Listen to the tape.**
- **Read with the tape.**



Partner Reading

- **Children read in pairs.**
- **One child reads the text three times.**
- **The other child reviews errors and rates the reader on fluency on the third reading.**
- **The children reverse roles.**



Organizing Repeated Reading

■ **Student fluency folders:**

- Graphs
- laminated text
- Color coded

■ **Structures and routines:**

- Teach routines and expectations
- Where to get materials

Student

Portfolios

Accelerate
Reader Book

Cheyenne's Portfolio

Kalina's Portfolio

Erick's Portfolio

Mariah's Portfolio

Itzel's Portfolio

Nicholas's Portfolio

Guillermo's Portfolio

Joanna's Portfolio

Reymundo's Portfolio

Nathan's Portfolio

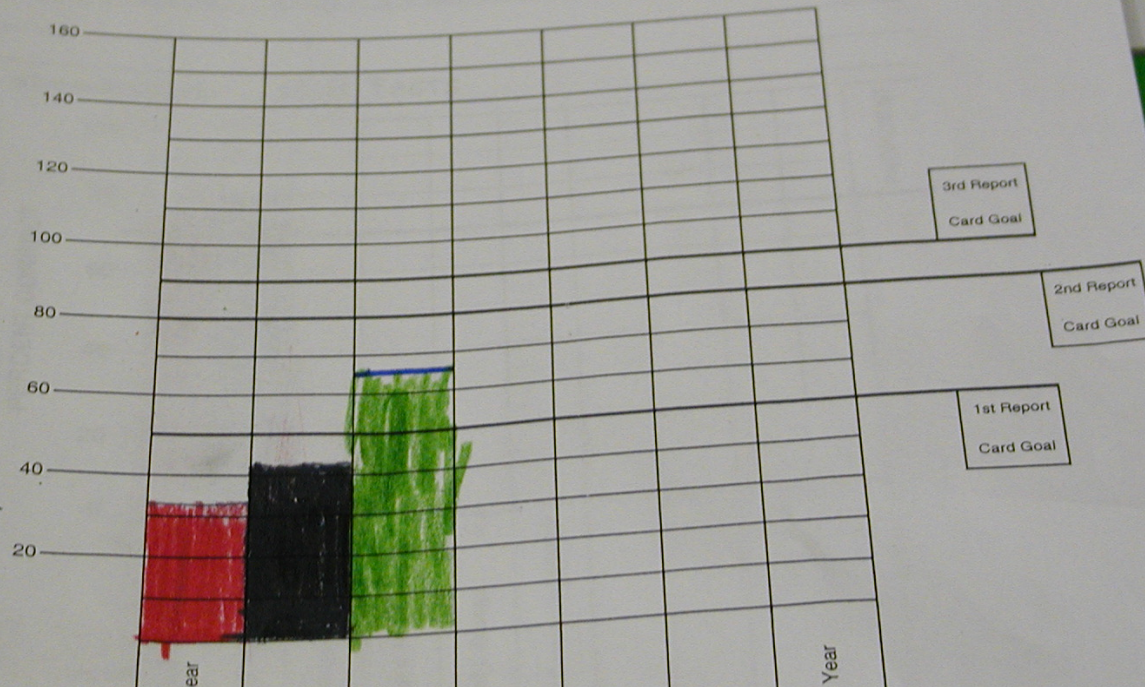
Kaitlyn's Portfolio

R.J.'s Portfolio



Fluency Graph

Name: Savanna Holly Keven
 My score at the beginning: 22
 My goal is to be at 90 by June
 In order to improve I will read out loud
for 5 minutes every night



Fluency Practice - Timed - Words Per Minute

Story Summaries

	100	110	120	130	140	150	160	170	180	190	200	210	220	230	240	250	260	270	280	290	300
Jessica	100	110	120																		
Veronica	100	110	120																		
Ambrasio	100	110	120																		
Gissel	100	110	120																		
Ruby	100	110	120																		
James	100	110	120																		
Froilan	100	110	120																		
Mariah	100	110	120																		
Rodrigo	100	110	120																		
Raul	100	110	120																		
DeAndre	100	110	120																		
Juan	100	110	120																		
Stephanie	100	110	120																		
Abi	100	110	120																		
Jesus	100	110	120																		
Sarahi	100	110	120																		
Deysi	100	110	120																		
Miguel	100	110	120																		
Kirel	100	110	120																		
Sarah	100	110	120																		

endless

"state of being"

dampness

Tr

So for

first time

in the

they s

ice. "

of

at



Why Repeated Reading?

- **Fluency rate increases with each reading.**
- **Word recognition errors drop.**
- **Improves rate on the next passage.**



Your Turn

- Practice repeated reading with a partner.
- Use the text provided.
- Graph your rate for three readings.



Home Reading

- **Encourage students to read at home.**
- **Provide appropriate text when possible.**
- **Encourage students to continue repeated readings at home.**

Closing



- **Imagine a student that you are working with that is struggling with reading fluency.**
- **Select two or three instructional strategies that you learned today that you feel would be helpful in improving their fluency.**
- **Share with a partner what strategies you have selected to assist this student.**